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ABSTRACT

In these days of tight education budgets, it is important for professional educators and administrators to be familiar with federal legislation and the programs that can be a source of funds. The following legislation is discussed in general terms to explain its intent and unique characteristics: (1) Manpower Development and Training Act of 1962; (2) Vocational Education Act of 1963; (3) Vocational Education Act of 1968; (4) Allied Health Professions Act of 1966; (5) Higher Education Facilities Act of 1963; (6) Economic Opportunities Act of 1964; (7) National Defense Education Amendments of 1964; (8) Nurse Training Act of 1964; (9) Higher Education Act of 1965; and (10) Education Professions Development Act of 1968. (CA)

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AN EXAMINATION OF SELECTED LEGISLATION AFFECTING JUNIOR COLLEGES

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INFORMATION

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AN EXAMINATION OF SELECTED LEGISLATION AFFECTING JUNIOR COLLEGES

Introduction

For a number of years the Federal Government has looked upon higher education as a national resource and has given assistance to many institutions for specific purposes. Federal funds have gone to both private and public institutions in the form of research and training grants, in scholarships and fellowships, in building student housing, in construction of facilities, and in program development and in support of materials, equipment and supplies.[1]

The distribution of the aid that has been given has not been simple.[2] Mutually acceptable agreements have had to be worked out with a wide variety of individual institutions, with the several state governments, and in some instances with local boards of education.

The confrontation has existed between various educators and among members of the lay public that whenever federal funds are accepted, federal control must inevitably follow. This control is sometimes thought of as direct influence and sometimes as indirect influence; for example, the criteria a federal agency might set up for funds to be expended, or retaining the right of final approval of the work performed before final payments on contracts are made.[3]

The general feeling in most institutions of higher learning with which I have come into contact seems to be that the federal programs now operating have been helpful and constructive, and that the aid has, in general, lead to a strengthening of local programs. Further, the

feeling among educators seems to be that when the Vietnam war is over, and there is reduced defense spending, the amount of federal assistance to education will dramatically increase.

It is not the purpose of this paper to argue the merit or detriment of this type of financial support. The fact is: it is here; the proportion will become continually larger; and any professional educator who is not conscious of its availability in his subject area is not fully informed, and any administrator who does not have at least a discussion level familiarity with the general legislation available is certainly operating without a valuable financial tool in this time of tight budgets and sparse funds.

This is not to say that each school administrator must have an in-depth understanding of each piece of legislation from which funds might be obtained. This is neither possible nor is it necessary. Numerous sources of federal funds are hidden all over our nation's capital.[4] Few people in Washington, and fewer still outside, are familiar with the great variety of programs from which schools may benefit. They have heard about some NDEA, for example, but probably are not familiar with all of the measures concerning education that were enacted by the last Congress. Or, they have heard about EPDA, but have little understanding what its purposes are.

Considering the great amojnt of federal legislation that has been proposed and passed concerning education, it is not surprising that many persons have become confused as to just what is covered, and what the conditions for eligibility are. In fact, the understanding of the myriad of federal programs available is becoming a discipline in

and of itself, and is becoming an area in which individuals are now developing specific expertise. Further, numerous digests, services, and catalogues are becoming available. However, to communicate effectively when discussing federal programs as a lay individual looking for support for a project, as in most disciplines, it helps for one to have a general understanding, and be on a conversation basis with the "buzz" words of the discipline. Such is the case in discussing legislation.

Statement of Purpose

It is the purpose of this paper to explore selected federal legislation particularly related to the junior college. The legislation will be explained in general terms in order to communicate an understanding of its intent, and unique characteristics.

The writer has developed good expertise in the area of legislation and would certainly be willing to answer any indepth questions generated by this paper. However, the paper is written in lay terms, and as one who has responsibility for federal programs in a rather large district, and who must work continually with people in writing and developing projects; this paper contains observations regarding that general material which may be helpful for the lay individual in determining where to look for further information.

SELECTED LEGISLATION: SOME OBSERVATIONS

A summary of programs administered by the U.S. Office of Education is presented as Appendix A. This appendix contains a list of the many programs available and a sample of a schedule of deadlines as published by the Office of Educational Development of the Coast Community College District which is updated each fall to facilitate project planning during

the year.

To go into detail in each program would serve no useful purpose as related to the scope of this paper, however, a sketch of selected legislation to aid one in becoming familiar with basic major legislation and its intent will serve as a basis for understanding the various types of legislation available.

Specific legislation considered will be: (1) The Manpower Development and Training Act of 1962, (2) The Vocational Education Act of 1963, and Amendments of 1968, (3) The Allied Health Professions Act of 1966, (4) The Higher Education Facilities Act of 1963, (5) The Economics Opportunities Act of 1964, (5) The National Defense Education Amendments of 1964, (6) The Nurse Training Act of 1964, (7) The Higher Education Act of 1965, and (8) The Education Professions Development Act of 1968.

MANPOWER DEVELOPMENT AND TRAINING ACT OF 1962

In the M.D.T.A. of 1962 (P.L. 87-415) the Congress prescribed a program to improve the skills and utilization of the nation's manpower resources. The act has a two-fold objective: (1) to restore to full productive capacity the many unemployed and underemployed persons who need new or improved skills; and (2) to help meet the requirements of the nation's spaceage economy for skilled workers. In the act, Congress recognized the need for more and better trained workers in vital occupational categories at a time when many persons remain unemployed or underemployed either because their skills have been rendered obsolete by dislocations in the economy or because of inadequate vocational and educational preparation.[5]

Basically, the M.D.T.A. program is concerned with occupational

training and basic manpower research and training.[6] It was passed to meet the paradox of unemployed and underemployed workers on the one hand, and shortages of qualified workers on the other. The program has four major portions; (1) Institutional training projects providing in-school occupational instruction, (2) On-the-job training, (3) Experimental and demonstration projects to train and counsel persons who cannot be reached through normal channels, and (4) Research to find solutions to manpower problems.[7] Junior college participation in this program has been largely in the area of special occupational classes. Both the institution providing the course and the students in the course receive federal support money, and courses may be as long as 104 weeks.[8] Programs are 100% reimbursable to participating districts

VOCATIONAL EDUCATION ACT OF 1963

The government has provided support for vocational education for nearly half a century ever since the Smith Hughes Act was passed in 1917. The Smith Hughes Act provided limited support for vocational education in several occupational fields, particularly agriculture and trades and industry. In 1946, the George Barden Act provided additional funds for vocational education. However, it was the Vocational Education Act of 1963 (P.L. 88-210) which gave the greatest impetus to vocational education. A comparison of these three acts appears in Appendix B and a thumbnail sketch of the 1968 amendments is included here.

Passage of the Vocational Education Act was the outgrowth of a report by a panel of consultants, appointed in 1961, at the request of President Kennedy. As a result of this act, federal expenditures for vocational education have risen from $72 million in fiscal 1963 to over

$262 million in 1966.[9] Passage of the Vocational Education Amendments Act of 1968 is now providing significant and increased support for vocational education.

The 1963 Act, it has been said, seeks to develop an "all-age, all-job" program. It provides support for training for:

1. Students in high school.
2. Persons who have completed or left high school and are available for full time study in preparing for a job.
3. Employees who need training or retraining to hold their job or to advance.
4. Persons with academic, socio-economic or other handicaps that prevent them from succeeding in a regular vocational program.

Funds for this act are channeled through the State Boards of Education to local educational agencies. The State Boards administer the program according to the state plan which must be approved by the Commissioner of Education. Federal funds are allotted to states according to a formula based upon the number of persons who need vocational education and the state's per capita income. Federal funds must be matched by at least an equal amount of state of local public funds or combination thereof.[10]

In California, funds are provided on a one-to-one matching basis, local through the state to match federal funds. And, the California State Plan requires that these funds be used to supplement rather than supplant existing programs.

Funds are available under the act to purchase equipment and materials, provide work experience, for construction, and for development of special

projects, and for payment of staff teaching in vocational programs. Since a great deal of the vocational education in California takes place in the junior colleges, they have benefitted greatly from the law.

THE VOCATIONAL EDUCATION ACT OF 1968 (PL 90-576)

The Vocational Education Act of 1968 (PL 90-576) became effective on October 16, 1968. It replaced the George Barden Act, the Vocational Education Act of 1963, and all provisions of the Smith Hughes Act except its appropriation feature.

The new Act contains three Titles as follow:

Title I - AMENDMENTS TO THE VOCATIONAL EDUCATION ACT OF 1963

A--GENERAL PROVISIONS AND AUTHORIZATIONS

B--STATE GRANT PROGRAMS

C--RESEARCH AND TRAINING

D--EXEMPLARY PROGRAMS

E--RESIDENTIAL VOCATIONAL SCHOOLS

F--CONSUMER AND HOMEMAKING EDUCATION

G--COOPERATIVE VOCATIONAL EDUCATION

H--WORK-STUDY PROGRAMS

I--CURRICULUM DEVELOPMENT

Title II - TRAINING OF VOCATIONAL EDUCATION PERSONNEL

Title III- MISCELLANEOUS PROVISIONS

The total authorizations--for all Titles, including both regular and special programs, are summarized as follows:

Fiscal Year 1969	$ 542,100,000
1970	857,650,000

Fiscal Year 1971	$ 870,150,000
1972	910,150,000
TOTAL (1969-72)	$3,180,050,000

Plus such sums "as may be necessary" for certain administrative costs and dissemination activities.

THE ALLIED HEALTH PROFESSIONS ACT OF 1966

The enactment of the Allied Health Professions Act (P.L. 89-751) in 1966 represented a new departure in a categorical type of federal aid to higher education designed to meet a serious national need. The main purpose of the act is to increase the opportunities for training of personnel in allied health professions and to improve the educational quality of schools training such allied health professions.[11]

This program is designed to meet the need for personnel in occupational areas such as medical technologist, optometric technologist, dental hygienist, radiologic technologist, x-ray technician, medical records technician, inhalation therapy technician, dental laboratory technician, dental assistant, opthalmic assistant, food service technician and various others.[12]

Grants are made on a three year continuing basis under the improvement section of the act and on an annual bases under the development section. Funds can be used for salaries, equipment and materials, minor remodeling and supplies. Administration of the act is in the Division of the Allied Health Manpower of the Bureau of Health Manpower.[13]

THE HIGHER EDUCATION FACILITIES ACT OF 1963
(P.L. 88-204)

This act sets up a program of grants and loans for construction of college facilities. Junior colleges are eligible to apply to build

facilities of any type under this act.

The grants made under Title I of the law may cover up to 40 per cent of the cost of building or remodeling junior colleges. Grants are justified on the basis of an urgently needed expansion or increase in enrollment capacity.

The loan program provides long term (30 year) low interest loans to cover up to 75 per cent of the cost of building or remodeling academic facilities. To quality for one of these loans, the institution must demonstrate that funds are not available from other sources on equally favorable conditions.

Certain types of structures are not eligible under the provisions of this law: (1) those intended primarily for events for which admission is charged to the general public, (2) those designed especially for athletic or recreational activities, other than for a course in physical education, (3) those intended for sectarian instruction or as a place for religious worship, or (4) those connected with any part of the program of a school of divinity.[14]

The Higher Education Facilities Act, a landmark in Federal education legislation, is presently scheduled to expire on June 30, 1969, but legislation is pending in Congress to extend it for five years, to mid-1974.

By the end of this fiscal year, a total of 2.17 billion in Federal funds will have been committed under the provisions of the act for the construction of academic facilities in colleges and universities. And, U.S.O.E. estimates that 610 grants will have been awarded for construction for public community colleges and technical institute facilities under the act.[15]

THE ECONOMIC OPPORTUNITIES ACT OF 1964

The Economic Opportunity Act (P.L. 88-452), provides opportunities for colleges and universities to participate in several programs, i.e. Job Corps and Neighborhood Youth Corps.

Junior colleges benefit most from the work-study provisions of the law which provide essentially a three to one matching fund arrangement to provide part-time jobs for students from low income families. Actually, the district's portion has been increasing annually, and will reach 20% this August and the permanent 25%-75% arrangement next year.

This is a fine program for employment of students in need and has been very successful on individual campuses. However, of all of the legislation in which my office has been involved, this program is the most poorly administered. The school district is continually receiving adjustments and modification to its allocation, reporting is cumbersome, and now they have requested that funds be requested on a monthly bases based on expenditures. This is unrealistic, costly and unwieldy. Further, there is a tendency for letters to arrive with statements such as: if we do not hear from you from the data of this letter, we will consider such and such to be a fact.

While I feel that this program is extremely valuable, and one of the most appropriate to the junior college, certainly, much could be done to streamline the operating procedures more effectively.

THE NATIONAL DEFENSE EDUCATION AMENDMENTS OF 1965

This law broadens the provisions of N.D.E.A. Several titles relate particularly to the junior college.

Title II sets up a program of low interest loans of up to $1,000 per

year to students in junior college transfer programs. The federal government contributes 90% of the loan and the institution 10%. Part of the loan is forgiven in the event the student becomes a teacher.[16]

Title IIIa provides for equipment, materials, and minor remodeling in the subject areas of science, language, mathematics, English, reading, history, civics and geography.

Title IIIb provides consulting services in those same areas.

Title V provides support for counseling, guidance and testing[17] and has now been moved administratively under the Elementary/Secondary Education Act. Also, in the last several years, the proportion of funds available under N.D.E.A. has been diminishing.

THE NURSE TRAINING ACT OF 1964

The Nurse Training Act of 1964 (P.L. 88-581) was enacted to increase the opportunities for training professional nursing personnel. It was based upon recommendations of the Surgeon General's Consultant Group of Nursing, an advisory group appointed to identify the nation's nursing needs and the government's appropriate role in meeting them. The consultant group in 1962 recommended a feasible goal of 680,000 professional nurses in practices by 1970, an increase of 130,000 nurses. For schools, this meant increasing admission by approximately 30,000 students per year.

The Nurse Training Act provides assistance both to nursing schools and nursing students. The act has five main provisions.

1. Construction grants.
2. Project grants for improvement in nurse training.
3. Payments to diploma schools.
4. Traineeships for graduate nurses.

5. Loans for nursing students.[18]

For a number of years, the Federal government has supported practical nurse training programs under several vocational education acts. The enactment of the V.E.A. 1963 placed further emphasis on practical nursing, and in addition, practical nursing courses may be financed under the M.D.T.A. of 1962.

THE HIGHER EDUCATION ACT OF 1965

The act was written to run for three years ending with fiscal 1968. The eight titles of the act deal with a broad scope of problems.

Title I has as its purpose to improve community service and continuing education programs, with special emphases on urban and sub-urban areas.[19]

Title II, College Library Assistance and Library Training and Research has as its purpose to provide grants for (1) library materials such as books, magnetic tape, phonograph records, (2) for training librariants, (3) to increase research in library science.[20]

Under this title, there are three types of grants (1) basic grants for acquiring library materials, (2) supplemental grants which do not require matching funds, and (3) special purpose grants to help meet special or regional needs.

Title III: Strengthening Developing Institutions. Institutions trying to improve the quality of teaching, administration, student services, etc. which are struggling and isolated from the main currents of academic life are eligible for assistance. For example, Coast Community College District is functioning as the developed institution in assisting the junior colleges of Hawaii supported through a developing

institutions grant.

Title VI, Financial Assistance for Improvement of Undergraduate Instruction, is of particular interest to the junior college. Category I provides for materials and equipment and minor remodeling, Category II provides for television equipment and minor remodeling.

The grants under this act are matching grants for the institutions. There are numerous other titles, but those noted above indicate the major titles oriented toward the junior college.

THE EDUCATION PROFESSIONS DEVELOPMENT ACT OF 1968

The Education Professions Development Act, which provides support for a variety of programs to train college teachers and administrators, becomes fully effective on July 1. The Act, Public Law 90-35 is a consolidation of old and new programs. Its purpose is to improve the quality of teaching and to help meet critical shortages of adequately trained educational personnel at all levels.[21]

The act was passed in June 1967, more than a year before the new programs take effect in order to give the U.S. Office of Education and various agencies time to plan. The USOE has established a new Bureau of Educational Personnel Development, and deadlines have been in June and July or August.

The following is a capsule summary of the programs contained in the act.[22]

Part A: Attracting Qualified Persons to the Field of Education.

Part B-1:Teacher Corps.

Part B-2:Attracting and Qualifying Teachers to Meet Critical Shortages.

Part C: Fellowships for Teachers and Related Educational Personnel.

Part D: Improving Training Opportunities.

Part E: Training Programs for Higher Education Personnel.

Junior colleges may participate directly in some parts of this new act, especially under the PART E Institutes and to some extent under PARTS C-D Programs. However, cooperative endeavors involving a number of junior colleges in a state or region, possibly including a state agency, and staff from one or more graduate schools would probably have a greater chance of support.

Institute participants in projects funded under PART E normally receive stipends of $75 per week plus $15 per dependent, plus remission of all registration and instructional fees. If institutes meet on a part time bases for a few hours or one day a week during the academic session, stipends would probably be paid on a prorated bases, depending on the circumstances.

Appendix C includes a letter from John P. Mallan, former Director of Governmental Relations for AAJC detailing the Act, and also included as Appendix D is a list of the contact people in USOE and their assignments.

It would serve no useful purpose to attempt to explain this act any further at this point since the interpretations of its sections are changing rapidly. However, the materials attached in the appendices provide a point at which anyone interested can effectively start becoming more informed.

This act has the potential of having a great impact on education.

SUMMARY

] This has been a survey of selected pieces of significant legislation affecting junior colleges. As was noted in the introduction, there are many other sources of funds and pieces of legislation which might be considered. This paper provides a starting point for one who might be seeking information.

There are many problems in administering federally funded programs, just as there are in administering any type of program. The USOE has been under study by the House Special Subcommittee on Education, and a 777 page report of the study has been prepared which includes recommendations for improvement.

The report, however, makes no sweeping or startling recommendations. Instead, it contains comments, suggestions, and recommendations about the every day operations of the agency. The report cites the USOE's "awesome responsibiltiy" for administering an annual budget of nearly four billion. And, it notes that in purely budgetary terms, the Office of Education is thelargest single federal agency dealing with the educational community and contributes 7.8 per cent of the approximately $50 billion national expenditure for education at all levels.[23]

Two basic criticisms were generated by the report. Programs were too late in being funded and there was too much paper work. However, solving the problem of late funding is beyond the province of USOE since this would require Congressional action.

The major overall recommendation was:[24]

> "The Office should move to standardize rules, regulations, guidelines, appli ations, and reporting procedures, particularly as they relate to programs of a similar nature. Further efforts should be made to establish realistic and

> regular application and reporting deadlines which permit sufficient time to prepare the applications and reports. Such deadlines should also reflect consideration of the work schedules of those who must prepare and submit the reports."

To this recommendation, the only thing that can be said is "amen."

Keeping records for year end reporting and auditing, inventory control, keeping track of deadlines, and production of the multitude of applications and copies is going to be a growing problem in junior college education. Legislation is going to significantly affect programs and development, and we might as well wake up, and face the reality of the problem now.

Herbert Humphrey when he was Vice President wrote the following in his publication The Vice President's Handbook for Local Officials.[25]

> "There is no question that state and local governments need outside support as never before. I know of no city in the United States today that can do the catching up it needs to do on the strength of its own resources alone...The problems that confront us demand the utmost in commitment and cooperation. Their solution requires a partnership not only between levels of government but between the public and private sectors of the economy...If every American is going to have the kind of education, the kind of environment, and the kind of opportunity he is entitled to in the last third of the 20th century, federal support for local initiative is essential."
>
> "The federal government already provides a considerable amount of assistance. In 1968 federal aid to state and local government is estimated to be 17.4 billion dollars, which represents a three fold increase in the last ten years."

Regardless of one's position regarding federal support, the fact is that it is going to increase. School districts and school administrators must become aware of its applicability to program development, they must develop staff for effectively handling project development and accounting, and must develop professional expertise in this area as an integral component of the total educational program.

APPENDIX A

Federal Money for Education: Programs Administered by the U.S. Office of Education

Fiscal Year 1970

Below and on the following pages OE-administered programs and activities are listed for easy reference according to the type of assistance offered. The programs are presented in four groups which indicate whether they serve individuals or institutions, and whether they support research or construction. Because phases of one program may serve more than one of the groups listed, a given program may appear more than once.

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
GROUP I: For construction					
1 Public schools	School Aid to Federally Impacted and Major Disaster Areas (P.L. 815)	Aid school districts in providing minimum school facilities in federally impacted and disaster areas	$14,416,000	Local school districts	OE's Division of School Assistance in Federally Affected Areas
2 Educational broadcasting facilities	Public Broadcasting Act—part IV-A	Aid in the acquisition and installation of equipment for ETV broadcasting	3,176,634	Nonprofit agencies, public colleges, State television agencies, education agencies	OE's Bureau of Libraries and Educational Technology
3 Community colleges, technical institutes	Higher Education Facilities Act—title I	Construct or improve academic facilities	43,050,000	Public community colleges and technical institutes	State commissions
4 Other undergraduate facilities	Higher Education Facilities Act—title I	Construct or improve undergraduate academic facilities	23,600,000	Colleges and universities	State commissions
5 Interest subsidization, undergraduate and graduate facilities	Higher Education Facilities Act—title III	Loan assistance to construct or improve higher education facilities	10,920,000	Public and private nonprofit institutions and building agencies	OE—HEW Regional Offices
6 Vocational facilities	Appalachian Regional Development Act of 1965	Construct vocational education facilities in the Appalachian region	25,000,000	State education agencies in Appalachian region	OE's Division of Vocational and Technical Education
7 Vocational schools	Vocational Education Amendments of 1968	Construct or improve area vocational education school facilities	(See II-6)	Public secondary and post-secondary schools providing education in five or more fields	State boards of vocational education (information from OE's Division of Voc.-Tech. Education)
8 Public libraries	Library Services and Construction Act—title II	Aid construction of public libraries	9,533,284	State library administrative agencies	OE's Bureau of Libraries and Educational Technology
9 Facilities for educational research	Cooperative Research Act (amended by ESEA—title IV)	Construct and equip national and regional research facilities	11,291,022	Educational laboratories and research development centers	OE's Division of Educational Laboratories

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
GROUP II: To institutions for programs, instruction, and administration					
1 School maintenance and operation	School Aid to Federally Impacted and Major Disaster Areas (P.L. 874)	Aid school districts on which Federal activities or major disasters have placed a financial burden	505,400,000	Local school districts	OE's Division of School Assistance in Federally Affected Areas
2 Strengthening instruction in critical subjects in public schools	National Defense Education Act—title III	Strengthen instruction in 10 critically important subjects	34,679,000	Local school districts	State education agencies
3 Strengthening instruction in nonpublic schools	National Defense Education Act—title III	Loans to private schools to improve instruction in critical subjects	500,000	Nonprofit private elementary and secondary schools	OE's Division of State Agency Cooperation
4 School library resources and instructional materials	Elementary and Secondary Ed. Act—title II	Support provision of school library resources, textbooks, and other instructional materials	42,500,000	Local education agencies	State education agencies
5 Supplementary centers	Elementary and Secondary Ed. Act—title III	Support supplementary educational centers and services	116,393,000[1]	Local education agencies	State education agency or OE's Division of Plans and Supplementary Centers
6 Vocational programs	Vocational Education Amendments of 1968	Maintain, extend, and improve vocational education programs; develop programs in new occupations	374,457,455[2]	Public schools	State boards of vocational education (information from OE's Division of Voc.-Tech. Education)

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
7 Occupational training and retraining	Manpower Development and Training Act of 1962, as amended	Provide training programs to equip persons for work in needed employment fields	196,629,000	Local school authorities (public, private nonprofit)	State vocational education agency (information from OE'S Division of Manpower Development and Training)
8 Desegregation assistance	Civil Rights Act of 1964	Aid school boards in hiring advisors, training employees, and providing technical assistance on school desegregation	7,203,000	School boards and other agencies responsible for public school operation	OE's Division of Equal Educational Opportunities
9 Teacher institutes (desegregation)	Civil Rights Act of 1964	Improve ability of school personnel to deal with school desegregation problems	4,797,000[3]	Colleges and universities	OE's Division of Equal Educational Opportunities
10 Teacher development for desegregating schools	Education Professions Development Act—parts C and D	Retrain experienced teachers for service in desegregating schools	3,000,000	Predominantly black colleges	OE's Bureau of Educational Personnel Development
11 Guidance, counseling, and testing in public schools	National Defense Education Act—title V-A	Assist in establishing and maintaining guidance, counseling, and testing programs	14,450,000	Public elementary and secondary schools, junior colleges, technical institutes	State education agencies
12 Testing in nonpublic schools	National Defense Education Act—title V-A	Provide for aptitude-achievement testing of private school students	(See II-11)	Testing agencies	State education agencies or OE's Division of State Agency Cooperation
13 Faculty development seminar in language and area studies	National Defense Education Act—title VI	Enable U.S. institutions to develop new programs of foreign language and area studies	36,000	Colleges and universities	OE's Institute of International Studies
14 Consultant services of foreign curriculum specialists	Mutual Educational and Cultural Exchange Act	Support visits by foreign consultants to improve and develop resources for foreign language and area studies	293,000	Colleges, universities, consortiums, local and State education agencies, nonprofit education organizations	OE's Institute of International Studies
15 Language and area centers and summer programs	National Defense Education Act—title VI	Support language and area centers at U.S. institutions of higher education	5,149,000	Colleges, universities, consortiums of institutions of higher education	OE's Institute of International Studies
16 Educational career opportunities	Education Professions Development Act—part D	Train persons from low-income backgrounds to career ladder—work-study positions in poverty area schools	24,320,000	Local school districts with concentration of pupils from low-income backgrounds	OE's Bureau of Educational Personnel Development
17 Vocational-technical education personnel	Education Professions Development Act—part F	Develop leadership in vocational education and improve training opportunities for vocational education personnel	5,750,000	Institutions of higher education, State boards of vocational education	OE's Bureau of Educational Personnel Development
18 Meeting critical shortages of classroom personnel	Education Professions Development Act—part B-2	Attract and train persons otherwise engaged to meet immediate critical shortages of teachers and teacher aides	15,512,500	State education agencies	OE's Bureau of Educational Personnel Development (local districts apply to State education agencies)
19 Training teacher trainers	Education Professions Development Act—parts C and D	Improve quality of teacher education and merge preservice and inservice training	10,000,000	Teacher training institutions, State and local education agencies	OE's Bureau of Educational Personnel Development
20 Teacher training complex	Education Professions Development Act—parts C and D	Develop new agency for teacher training in metropolitan areas	3,580,000	Teacher training institutions, State and local education agencies	OE's Bureau of Educational Personnel Development
21 Pupil personnel services	Education Professions Development Act—parts C and D	Improve preservice and inservice training for pupil personnel specialists, increase supply of such specialists	4,200,000	Institutions of higher education, State and local education agencies	OE's Bureau of Educational Personnel Development
22 Media specialists	Education Professions Development Act—parts C and D	Train media specialists for local schools	1,800,000	Institutions of higher education, State and local education agencies	OE's Bureau of Libraries and Educational Technology
23 Special education	Education Professions Development Act—parts C and D	Train educational personnel to meet needs of handicapped children in regular classrooms	5,750,000	Institutions of higher education, State and local education agencies	OE's Bureau of Educational Personnel Development
24 Educational administration	Education Professions Development Act—parts C and D	Train prospective and experienced school administrators	3,300,000	Institutions of higher education, State and local education agencies	OE's Bureau of Educational Personnel Development
25 Urban/rural school development	Education Professions Development Act—parts C and D	Retrain experienced teachers in urban and rural poverty area schools	5,373,000	Local school districts with concentrations of pupils from low-income backgrounds	OE's Bureau of Educational Personnel Development
26 Early childhood education	Education Professions Development Act—parts C and D	Train and retrain educational personnel who work with children ages 3-9	5,000,000	Institutions of higher education, State and local education agencies	OE's Bureau of Educational Personnel Development
27 Drug abuse education	Education Professions Development Act—part D	Train educational personnel in drug abuse education	3,500,000	Institutions of higher education, State and local education agencies	OE's Bureau of Educational Personnel Development

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
28 Teacher Corps	Education Professions Development Act—part B-1	Train experienced teachers as team leaders, college and university undergraduates and graduates as interns for service in poverty area schools	21,737,000	State and local education agencies	OE's Bureau of Educational Personnel Development
29 Institutes, short-term training programs, and special projects	Education Professions Development Act—part E	Train teachers, administrators, and specialists serving or preparing to serve in higher education	5,000,000	Colleges and universities	OE's Division of College Support
30 National teaching fellowships and professors emeritus[3]	Higher Education Act of 1965—title III	Strengthen the teaching resources of developing institutions	(See II-72)[3]	Developing institutions nominating prospective fellows from established institutions and retired scholars	OE's Division of College Support
31 Researcher training	Cooperative Research Act (amended by ESEA—title IV)	Develop and strengthen programs for training educational researchers	(See III-20)[3]	State education agencies, institutions, and organizations	OE's Division of Higher Education Research, Research Training Branch
32 Information and recruitment grants	Elementary and Secondary Ed. Act—title VI (amended by P.L. 90-247)	Improve recruiting of personnel and dissemination of information on educational opportunities for handicapped	475,000[3]	Public or nonprofit agencies, organizations, private agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
33 School personnel utilization	Education Professions Development Act—part D	Develop more effective means of utilizing school staff, time, instructional materials	3,300,000	State and local education agencies	OE's Bureau of Educational Personnel Development
34 Librarian training	Higher Education Act of 1965—title II-B	Increase opportunities for training in librarianship	4,000,000[3]	Colleges and universities	OE's Bureau of Libraries and Educational Technology
35 Public library services	Library Services and Construction Act—title I	Extend and improve public library services	29,750,000	State library administrative agencies	OE's Bureau of Libraries and Educational Technology
36 Interlibrary cooperation	Library Services and Construction Act—title III	Establishment and operation of cooperative networks of libraries	2,281,000	State library administrative agencies	OE's Bureau of Libraries and Educational Technology
37 State institutional library services	Library Services and Construction Act—title IV-A	Establish and improve institutional library services	2,094,000	State library administrative agencies	OE's Bureau of Libraries and Educational Technology
38 Library services to physically handicapped	Library Services and Construction Act—title IV-B	Establish and improve library services to physically handicapped	1,334,000	State library administrative agencies	OE's Bureau of Libraries and Educational Technology
39 College library resources	Higher Education Act of 1965—title II-A	Strengthen library resources of colleges and universities	9,814,000	Institutions of higher education and combinations thereof and branches of institutions of higher education	OE's Bureau of Libraries and Educational Technology
40 Student loans—matching funds	National Defense Education Act—title II	Loans to postsecondary institutions unable to meet program's matching obligations	2,000,000	Accredited educational institutions (including business schools and technical institutes)	OE's Division of Student Financial Aid
41 Cuban student loans	Migration and Refugee Assistance Act	Provide a loan fund to aid Cuban refugee students	4,500,000	Colleges and universities	OE's Division of Student Financial Aid
42 College work-study	Higher Education Act of 1965—title IV-C	Provide part-time employment for postsecondary students	155,071,090	Colleges, universities, vocational and proprietary schools	OE's Division of Student Financial Aid
43 Higher education guarantee reserve funds	Higher Education Act of 1965—part IV-B	Provide adequate loan reserves for higher and vocational education student loans	2,800,000	State or nonprofit private guarantee agencies	OE's Division of Student Financial Aid
44 Educational opportunity grants	Higher Education Act of 1965—title IV-A	Assist students of exceptional financial need to go to college	165,033,354	Institutions of higher education	OE's Division of Student Financial Aid
45 Talent Search	Higher Education Act of 1965—title IV-A, as amended by the Higher Education Amendments of 1968—title I-A	Assist in identifying and encouraging promising students to complete high school and pursue postsecondary education	5,000,000	Institutions of higher education and combinations of such institutions, public and private nonprofit agencies, and public and private organizations	OE's Division of Student Special Services
46 Upward Bound	Higher Education Amendments of 1968—title I-A	Precollege program for young people from low-income backgrounds and inadequate high school preparation	28,300,000	Institutions of higher education and secondary or postsecondary schools capable of providing residential facilities	OE's Division of Student Special Services
47 Student special services	Higher Education Amendments of 1968—title I-A	Assist low-income and handicapped students to complete postsecondary education	10,000,000	Accredited institutions of higher education or consortiums	OE's Division of Student Special Services

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
48 Follow Through	Economic Opportunity Act of 1964	Extend gains of deprived children who participate in Head Start or similar preschool experiences	56,000,000	Local educational agencies nominated by State agencies in accordance with OE and OEO criteria	Application by invitation only in FY 1970
49 Programs for disadvantaged children	Elementary and Secondary Ed. Act—title I	To meet educational needs of deprived children	1,197,505,175	Local school districts	State education agencies
50 Programs for migratory children	Elementary and Secondary Ed. Act—title I (amended by P.L. 89-750)	To meet educational needs of deprived children	51,014,319	Local school districts	State education agencies
51 Programs for children in public institutions for the neglected and delinquent	Elemehtary and Secondary Ed. Act—title I (amended by P.L. 89-750)	Improve the education of delinquent and neglected children in institutions	16,006,487	State parent agencies, local school districts	State education agencies
52 Programs for Indian children	Elementary and Secondary Ed. Act—title I (amended by P.L. 89-750)	To provide additional educational assistance to Indian children in federally operated schools	10,660,353	Bureau of Indian Affairs schools	Bureau of Indian Affairs, Department of Interior
53 Bilingual education	Elementary and Secondary Ed. Act—title VII	Develop and operate programs for children aged 3-18 who have limited English-speaking ability	21,250,000	Local education agencies or institutions of higher education applying jointly with local education agencies	State education agencies and OE's Division of Plans and Supplementary Centers
54 Dropout prevention	Elementary and Secondary Ed. Act—title VIII	Develop and demonstrate educational practices to reduce the number of children not completing school	5,000,000	Local school districts in low-income areas and with high percentages of dropouts	State education agency and OE's Division of Plans and Supplementary Centers
55 Programs for the handicapped	Elementary and Secondary Ed. Act—title VI	Strengthen educational and related services for handicapped children	29,190,000	State education agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
56 Media services and captioned film loan program	Media Services and Captioned Films (P.L. 85-905)	Provide cultural and educational services to the handicapped through films and other media	4,750,000	Groups of handicapped persons, nonhandicapped groups for training purposes	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
57 Deaf-blind centers	Education for the Handicapped—title VI-C	To develop centers for children and parents	2,000,000	State education agencies, universities, medical centers, public or nonprofit agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
58 Programs for the handicapped in State supported schools	Elementary and Secondary Ed. Act—title I (P.L. 89-313, amended)	Programs for children in State operated or supported schools for the handicapped	37,482,838[1]	State education agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
59 Preschool programs for handicapped children	Handicapped Children's Early Education Assistance Act	Develop model preschool and early education programs for handicapped children	3,000,000	Public agencies and private nonprofit agencies	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
60 Regional resource centers to improve education of handicapped children	Education for the Handicapped Act—title VI-B	Develop centers for educational remediation of handicapped children	1,800,000	Institutions of higher education, State and local education agencies, or combinations within particular regions	OE's Bur. of Ed'n. for Handicapped, Division of Research
61 Civil defense education	Federal Civil Defense Act of 1950	Provide public information on civil defense procedures	2,000,000[4]	Chief State school officers or State agencies	OE's Division of Adult Education Programs
62 Adult basic education	Adult Education Act of 1966	Provide literacy programs for adults	50,000,000	State education agencies	OE's Division of Adult Education Programs
63 State administration of ESEA title I programs	Elementary and Secondary Ed. Act—title I (amended by P.L. 89-750)	To strengthen administration of ESEA title I	15,381,728	State education agencies	OE's Division of Compensatory Education
64 Strengthening State education agencies	Elementary and Secondary Ed. Act—title V	Improve leadership resources of State education agencies	29,750,000	State education agencies and combinations thereof	OE's Division of State Agency Cooperation
65 Planning and evaluation	Elementary and Secondary Amendments of 1967—title IV	Improve State planning and evaluation of Federal programs	5,000,000	State education agencies	OE's Division of State Agency Cooperation
66 State administration	National Defense Education Act—title III	Strengthen administration in State education agencies	2,000,000	State education agencies	OE's Division of Plans and Supplementary Centers

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
67 Cooperative education programs	Labor-HEW Appropriation Act of 1970	Support for planning and implementation of cooperative education programs	1,540,000	Colleges and universities	OE's Division of College Support
68 State administration of HEFA program	Higher Education Facilities Act of 1963	Help States administer programs under HEFA—title I	3,000,000	State commissions that administer program	OE's Division of Academic Facilities
69 Facilities comprehensive planning	Higher Education Facilities Act—title I	Help States plan higher education construction programs	3,000,000	State commissions that administer program	OE's Division of Academic Facilities
70 To endow agriculture and mechanic arts colleges	Bankhead-Jones and Morrill-Nelson Acts	Support instruction in agriculture and mechanic arts in the land-grant colleges	14,720,000	The 69 land-grant colleges	OE's Division of College Support
71 Strengthening community service programs	Higher Education Act of 1965—title I	Strengthen higher education capabilities in helping communities solve their problems	9,500,000	Colleges and universities	State agencies or institutions designated to administer State plans (information from OE's Division of University Programs)
72 Strengthening developing institutions	Higher Education Act of 1965—title III	Provide partial support for cooperative arrangements between developing and established institutions	30,000,000	Accredited colleges and universities in existence at least five years	OE's Division of College Support

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
GROUP III: To individuals for teacher and other professional training and student assistance					
1 Occupational training and retraining	Manpower Development and Training Act of 1962, as amended	Train unemployed and underemployed persons in all sections of the Nation	(See II-7)	Persons referred by State employment services	Participating institutions (information from OE's Division of Manpower Development Training)
2 Educational career opportunities	Education Professions Development Act—part D	Train persons from low-income backgrounds to career ladder—work-study positions in poverty area schools	24,320,000	Prospective teachers and teacher aides from low-income backgrounds	Participating local school districts[6]
3 Vocational-technical education personnel	Education Professions Development Act—part F	Develop leadership in vocational education and improve training opportunities for vocational education personnel	5,750,000	Prospective and experienced vocational-technical education personnel	Participating institutions of higher education or State boards of vocational education[6]
4 Meeting critical shortages of classroom personnel	Education Professions Development Act—part B-2	Attract and train persons otherwise engaged to meet immediate critical shortages of teachers and teacher aides	15,512,500	Prospective teachers and teacher aides currently not engaged in education	State education agencies or participating local school districts[6]
5 Training teacher trainers	Education Professions Development Act—parts C and D	Improve quality of teacher education and merge preservice and inservice training	10,000,000	Teacher trainers and teachers associated with participating institutions of higher education or local school districts	Participating institutions and local school districts[6]
6 Teacher training complex	Education Professions Development Act—parts C and D	Develop new agency for teacher training in metropolitan areas	3,580,000	Teacher trainers and teachers associated with participating institutions of higher education or local school districts	Participating institutions and local school districts[6]
7 Pupil personnel services	Education Professions Development Act—parts C and D	Improve preservice and inservice training for pupil personnel specialists, increase supply of such specialists	4,200,000	Prospective and/or experienced pupil personnel specialists	Participating institutions or agencies[6]
8 Media specialists	Education Professions Development Act—parts C and D	Train media specialists for local schools	1,800,000	Prospective and/or experienced school media specialists	Participating institutions or agencies (information from OE's Bureau of Libraries and Educational Technology)
9 Special education	Education Professions Development Act—parts C and D	Train educational personnel to meet needs of handicapped children in regular classrooms	5,750,000	Educational personnel involved in education of handicapped children in regular classrooms	Participating institutions or agencies[6]
10 Educational administration	Education Professions Development Act—parts C and D	Train prospective and experienced school administrators	3,300,000	Prospective and experienced school administrators	Participating institutions or agencies[6]

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY*
11 Urban/rural school development	Education Professions Development Act—parts C and D	Retrain experienced teachers in urban and rural poverty area schools	5,373,000	Experienced teachers in urban and rural poverty area school districts	Participating local school districts[6]
12 Early childhood education	Education Professions Development Act—parts C and D	Train and retrain educational personnel who work with children ages 3-9	5,000,000	Teachers, teacher trainers, supervisors, and specialists in early childhood education	Participating institutions or agencies[6]
13 Drug abuse education	Education Professions Development Act—part D	Train educational personnel in drug abuse education	3,500,000	Educational personnel	State education agencies[6]
14 Teacher Corps	Education Professions Development Act—part B-1	Train experienced teachers as team leaders, college and university undergraduates and graduates as interns for service in poverty area schools	21,737,000	Experienced teachers as team leaders, college and university undergraduates and graduates as interns	OE's Bureau of Educational Personnel Development, Teacher Corps (information from participating school systems and institutions)
15 School personnel utilization	Education Professions Development Act—part D	Develop more effective means of utilizing school staff, time, instructional materials	3,300,000	Educational personnel in participating local school districts	Participating local school districts[6]
16 Desegregation training grants	Civil Rights Act of 1964	Improve ability of school personnel to deal with desegregation problems	(See II-8)[3]	Teachers and other personnel of public schools	Participating institutions (information from OE's Division of Equal Educational Opportunities)
17 Teacher development for desegregating schools	Education Professions Development Act—parts C and D	Retrain experienced teachers for service in desegregating schools	3,000,000	Experienced teachers in desegregating schools	Participating institutions[6]
18 Personnel training to educate handicapped children	Mental Retardation Facilities Act and Others (P.L. 85-926, as amended)	Prepare and inform teachers and others who educate handicapped children	29,700,000	State education agencies, colleges, universities, and other appropriate nonprofit agencies	OE's Bur. of Ed'n. for Handicapped, Division of Training Programs
19 Physical education and recreation for the handicapped	P.L. 90-170 (Mental Retardation Amendments of 1967)	Training physical education and recreation personnel for the handicapped	300,000[3]	Public and other nonprofit institutions of higher education	OE's Bur. of Ed'n. for Handicapped, Division of Training Programs
20 Researcher training grants	Cooperative Research Act (amended by ESEA—title IV)	Improve qualifications of educational researchers	6,350,000[3]	Present and prospective researchers in education	Participating institutions (information from OE's Division of Higher Education Research)
21 Fellowships for higher education personnel	Education Professions Development Act—part E	Training persons to serve as teachers, administrators, or educational specialists in higher education	5,000,000	Institutions of higher education with graduate programs	OE's Division of University Programs
22 Adult basic education teacher training grants	Adult Education Act of 1966	Improve qualifications of teachers of adult basic education courses	(See II-62)[3]	Teachers and teacher trainers of adult basic education courses	Participating institutions (information from OE's Division of Adult Education Programs)
23 Leadership and vocational training grants	Government and Relief in Occupied Areas (P.L. 86–629)	Provide opportunities for Ryukyuans to observe and study in U.S. to improve education and economy	75,000	Ryukyuan nationals selected by their government	Ryukyuan Island government in cooperation with Higher Commissioner (information from OE's Institute of International Studies)
24 Foreign teacher development	Mutual Educational and Cultural Exchange Act	Provide opportunity for foreign educators to observe U.S. methods, curriculum, organization (elementary and secondary)	525,000[3]	Foreign educators (administrators, teacher trainers, education ministry officials)	U.S. embassies, educational commissions, foundations abroad (information from OE's Institute of International Studies)
25 Teacher exchange	Mutual Educational and Cultural Exchange Act	Promote international understanding by exchange of teachers between U.S. and foreign nations	21,750[5]	Elementary and secondary teachers, college instructors, and assistant professors	OE's Institute of International Studies
26 Technical assistance training grants	Act for International Development of 1961	Provide specialist training to foreign educators and strengthen education and economy in developing nations	3,500,000[3]	Foreign nationals from countries with which U.S. has bilateral technical assistance agreements	AID Mission with the concurrence of the local education ministry (information from OE's Institute of International Studies)
27 Modern foreign language graduate fellowships	National Defense Education Act—title VI	Enable U.S. institutions to assist graduate students training to be teachers or other specialists in language and area studies	5,528,000[3]	Colleges and universities with language-area studies programs or summer programs of intensive study	OE's Institute of International Studies

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
28 Modern foreign language undergraduate stipends (summer only)	National Defense Education Act—title VI	Enable institutions to assist undergraduates' intensive study of a non-Western language	379,000	NDEA language and area centers or institutions with intensive summer programs of language study	OE's Institute of International Studies
29 Faculty development grants in foreign language and area studies	National Defense Education Act—title VI	Strengthen and improve teaching of non-Western languages and related area studies	40,000[3]	Colleges and universities	OE's Institute of International Studies
30 Overseas opportunities for language training and area studies in non-Western areas	Mutual Educational and Cultural Exchange Act, and P.L. 83-480 (in excess foreign currency countries)	Promote development of international studies through grants to institutions for support of group or individual (graduate and faculty) projects	1,967,000	Colleges, universities, consortiums, local and State education agencies, nonprofit-education organizations	Participating institutions (information from OE's Institute of International Studies)
31 Cuban student loans	Migration and Refugee Assistance Act	Aid needy Cuban refugee college students to finance their education	(See II-41)	Cubans who became refugees after January 1, 1959	Participating institutions (information from OE's Division of Student Financial Aid)
32 Student loans	National Defense Education Act—title II	Provide for low-interest loans to college students	188,785,000	College students	Participating institutions (information from OE's Division of Student Financial Aid)
33 Educational opportunity grants	Higher Education Act of 1965—title IV-A	Assist students of exceptional financial need to go to college	(See II-44)	College students of exceptional financial need	Participating institutions, (information from OE's Division of Student Financial Aid)
34 Graduate fellowships	National Defense Education Act—title IV	Increase the number of well-qualified college teachers	48,813,000[3]	Prospective college teachers working toward doctoral degrees	Participating institutions (information from OE's Division of University Programs)
35 College work-study	Higher Education Act of 1965—title IV-C	Provide part-time employment for postsecondary students	(See II-42)	Postsecondary students	Participating institutions (information from OE's Division of Student Financial Aid)
36 National teaching fellowships and professors emeritus	Higher Education Act of 1965—title III	Strengthen the teaching resources of developing institutions	(See II-30)[3]	Highly qualified graduate students or junior faculty members from established institutions and retired scholars	Participating institutions (information from OE's Division of College Support)
37 Librarian fellowships and institutes	Higher Education Act of 1965—title II-B	Increase opportunities throughout the Nation for training in librarianship	(See II-34)[3]	Fellows and others undergoing training in librarianship and related fields	Participating institutions (information from OE's Bureau of Libraries and Educational Technology)
38 Media services and captioned films training grants	Media Services and Captioned Films (P.L. 85-905)	Improve quality of instruction available to deaf persons	(See II-56)[3]	Persons who will use captioned film equipment	OE's Bur. of Ed'n. for Handicapped, Division of Educational Services
39 Interest benefits for higher education loans	Higher Education Act of 1965—title IV-B	Provide interest benefits for student loans through commercial lenders	105,454,000	Students in eligible institutions of higher and vocational education	Participating lenders (information from OE's Division of Student Financial Aid)

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
GROUP IV: For research					
1 Educational research (research, evaluations, studies, demonstrations)	Cooperative Research Act (amended by ESEA—title IV)	Support research on the improvement of education at all levels and in all subjects	32,779,000	Colleges, universities, State education agencies, private or public groups, or individuals	Research Analysis and Allocations Staff, National Center for Educational Research and Development
2 Educational research (demonstrations and development)	Cooperative Research Act (amended by ESEA—title IV)	Support development and demonstration of educational materials, processes, and organizational arrangements	8,500,000	(Same as IV-1)	Research Analysis and Allocations Staff, National Center for Educational Research and Development
3 Dissemination	Cooperative Research Act (amended by ESEA—title IV) and Sec. 303 Voc. Education Act	Provide for dissemination of educational information and improved practices to the educational community	6,740,000	(Same as IV-1)	OE's Office of Information Dissemination
4 Educational media research and demonstration	Cooperative Research Act (amended by ESEA—title IV)	Support research on educational uses of television, radio, motion pictures, other media	4,200,000	(Same as IV-1)	OE's Division of Higher Education Research

TYPE OF ASSISTANCE	AUTHORIZATION	PURPOSE	PROGRAM LEVEL	WHO MAY APPLY	WHERE TO APPLY
5 Foreign language and area research	National Defense Education Act—title VI	Support research on improved instruction in modern foreign languages and materials development and area studies	1,870,000	Colleges and universities, public school systems, professional organizations, individuals	OE's Institute of International Studies
6 Library research and demonstration	Higher Education Act of 1965—title II-B	Library and information science research and development	2,171,000[3]	Colleges, universities, school districts, State governments, other nonprofit groups	OE's Bureau of Libraries and Educational Technology
7 Special centers for research and development	Cooperative Research Act (amended by ESEA—title IV)	Conduct research on the major problems of education	9,800,000	Colleges, universities, agencies, and organizations	OE's Division of Educational Laboratories
8 Educational laboratories	Cooperative Research Act (amended by ESEA—title IV)	Development and testing of educational innovations until ready for classroom use	25,106,000	Colleges, universities, agencies, and organizations	OE's Division of Educational Laboratories
9 Vocational research	Vocational Education Act of 1963—section 4-C	Support research, training, and pilot programs for special vocational needs	(See IV-1)	State and local education agencies, colleges, and universities, nonprofit organizations	OE's Division of Comprehensive and Vocational Education Research
10 Handicapped research and demonstration	Mental Retardation Facilities Act and Others (P.L. 85-296, as amended)	Promote research and demonstration on education of the handicapped	13,060,000	State education agencies, local school districts, nonprofit private organizations, public groups	OE's Bur. of Ed'n. for Handicapped, Division of Research
11 Overseas research in language and area studies in non-Western areas	Mutual Educational and Cultural Exchange Act, and P.L. 83-480 (in excess foreign currency countries)	Promote development of international studies through grants to institutions for support of group or individual (faculty and Ph.D. dissertation) research	1,967,000	Colleges, universities, consortiums, local and State education agencies, nonprofit educational organizations	Participating institutions (information from OE's Institute of International Studies)
12 Physical education and recreation for the handicapped	P.L. 90-170 (Mental Retardation Amendments of 1967)	To do research in areas of physical education and recreation for handicapped children	300,000	State or local education agencies, public or nonprofit private educational or research agencies and organizations	OE's Bur. of Ed'n. for Handicapped, Division of Research

[1] At least 15 percent for handicapped.
[2] At least 10 percent for handicapped.
[3] Programs which include educational personnel training.
[4] For State contracts only.
[5] Does not include approximately $500,000 in foreign currencies appropriated to Department of State and assigned to commissions and foundations abroad for international transportation and maintenance costs not transferred to HEW, nor does it include supplementary dollar grants provided to Americans by the State Department.
[6] Information from OE's Bureau of Educational Personnel Development.

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Smith-Hughes, George-Barden and VEA '63: A Comparison[1]

Bernard Luskin

SMITH-HUGHES ACT 1917 (Public Law 347)

Purpose: To promote, in cooperation with the states, vocational education in such subjects as agriculture and trades and industries; to provide for the preparation of teachers of vocational subjects.

Use of Funds: (1) $3 million for trade and industrial education and home economics, $3 million for agriculture, $1 million for teacher training, the rest for administration (2) Instruction must be less than college grade, under public supervision and control. (3) "Instruction must be designed to fit students for useful employment."

Matching Requirement: Funds to be matched by states and local schools, 1 to 1.

Administrative Requirements: (1) States must create a state board for vocational education and prepare a state plan showing the programs they intend to provide under the act. (2) An annual report must be made showing the receipt and expenditure of funds.

GEORGE-BARDEN ACT 1946 (Public Law 586)

Purpose:- To further the development of vocational education.

Use of Funds: Agriculture-$10 million, Trade and Industry-$8 million, Home Economics-$8 million, Distributive Occupations-$2.5 million, Practical Nursing-$5 million, Fisheries-$180,000, the rest for administration.

Matching Requirement: Funds to be matched by states and local schools, 1 to 1.

Administrative Requirements: (1) Participation is voluntary. (2) Amount of money to which a state is entitled is fixed by population ratio.

Allowable Expenditures for Equipment: Funds available for purchase of equipment and supplies for vocational education instruction--up to 10 percent may be used for equipment.

VOCATION EDUCATION ACT 1963 (Public Law 88-210)

Purpose; To provide high quality and realistic vocational education to persons of all ages in all communities--to those in high school or out of school, those with jobs who need retraining or the unemployed, persons with academic, socio-economic, or other handicaps.

Use of Funds: (1) 90 percent to states according to a formula based on population and per-capita income. (2) 10 percent to Commissioner of Education for: project grants, local education agencies, colleges, universities, state projects, other private or public non-profit agencies or institutions. (3) One-third of the state money must go to construction of Area Vocational School facilities or for vocational education of persons not in school. (After 1968, 1/4 of state money for these purposes.) (4) Two-thirds of the state money goes to: high schools; people with jobs who need retraining; and people with academic, socio-economic, or other handicaps.

Matching Requirement: Funds to be matched by states and local schools, 1 to 1. Funds not matched will be

[1] Finch, Barbara, "Summaries of Current Vocational Education Acts," School Shop. Vol. XXIV, NO. 10, June, 1965, pp. 17-19

(Cont.)

Allowable Expenditures for Equipment:
No funds for equipment or construction of facilities.

(Cont.)

Matching Requirement (Cont.):
reallocated to other states.

Requirements for Administration:
(1) Must be a close relationship between the state board and the state employment service. (2) State plan must consider the needs of all groups in all communities in the state; funds must make vocational education readily available to all persons as soon as possible. (3) Funds can be transferred from one program to another where need is greatest.

Allowable Expenditures for Equipment:
(1) State funds may be spent for acquisition, maintenance, and repair of instructional equipment, supplies, and teaching aids (Including reference materials and textbooks) used by authorized personnel in instructing, or by their students in learning. (3) Equipment is defined as: (a) an artical which retains its shape and appearance with reasonable care over at least one year, (b) an article which requires repair rather than entire replacement, (4) In construction of area vocational facilities, funds may be spent for initial equipment--this includes all necessary building fixtures and utilities, furnishings, and instructional equipment.

Allowable Expenditures for Equipment
(Cont.)
Funds may be used for replacing obsolete or wornout equipment. (5) Facilities must be adequate in supply and quality to meet standards approved by the state board: (a) They must enable trainees to meet "the occupational objective for which the education is intended." (b) The instruction must include the most up-to-date knowledge and skills.

GENERAL COMMENTS:

I. Smith-Hughes Act 1917

a. Key points were promotion and cooperation.

b. Provided for continuing Agriculture and Technical and Industrial instruction and also added Home Economics and Teacher Training in these fields.

c. The state was required to prepare a state plan in order to participate.

d. Had a fixed appropriation of 7.2 million dollars each year as opposed to authorization which Congress must set each year.

II. George-Barden Act 1946

a. Added class time flexibility where the Smith-Hughes Act was set at 144 hours.

b. Made appropriations available to four fields; Home Economics, Distributive Education, Agriculture, Trade and Industrial instruction but no provision for Teacher Training.

c. Provided education for eighteen years and older who left full time school and those employed who could not attend full time.

III. Vocational Education Act of 1963

a. Modifies all previous acts and has many parts of its own.

b. Purposes are to strengthen, improve and expand Vocational Education by thinking in terms of people instead of subject matter.

c. Develops new programs of Vocational Education.

d. Make provisions so that persons of all ages in all communities will have ready access to Vocational Education or retraining which is high in quality, realistic and suited to their needs.

GENERAL COMMENTS (cont.)

e. Appropriations will be $177,500,000 for fiscal year 1967 and $225,000,000 for each fiscal year thereafter.

f. Funds can be used for:
   1. Vocational training for high school students.
   2. Vocational training for those who are not in school.
   3. Vocational training for persons already in labor market.
   4. Vocational education for persons who have academic, socio-economic, or other handicaps.
   5. Construction of area vocational schools.
   6. Ancillary services and activities to assure quality in all vocational programs.
   7. Advisory committees.

g. Amends and liberalizes use of funds from George-Barden Act and especially Smith-Hughes appropriations.

APPENDIX C

AMERICAN ASSOCIATION OF JUNIOR COLLEGES · 1315 16th St., N.W. · Washington, D.C.

March 21, 1968

TO: Junior College Presidents, State Directors, Graduate School Faculty

FROM: Dr. John P. Mallan, Director of Governmental Relations

EPDA: The New Education Professions Development Act (P.L. 90-35)

Deadlines of June 1 and July 1 have been established for applications for federal support for two separate faculty and staff development programs of great interest to public and private junior colleges, state educational agencies, and to graduate schools and universities interested in the education of junior college faculty and staff.

Failure to meet these deadlines may mean that a junior college or university will be unable to participate in this program before late in 1969 or 1970.

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Junior colleges may participate directly in some parts of this program, especially under the EPDA Part E Institutes and to some extent the EPDA Parts C-D programs. However, cooperative endeavors involving a number of junior colleges in a state or region, possibly including a state agency, and staff from one or more graduate schools would probably have a greater chance for support.

State directors and other state educational personnel may possibly be able to participate directly in some of the EPDA Parts C-D programs. State directors may also play a very active role in helping to organize joint planning by a number of junior colleges and by graduate school faculty, for projects which will cover a state or region, under the EPDA Part E Institutes and the EPDA Part E Fellowship programs.

Graduate schools and universities may sponsor EPDA Part E Fellowship programs and EPDA Part E Institutes, and also EPDA Parts C-D programs. They are advised to work closely with junior college administrators and faculty in developing and carrying through their programs, and to involve state directors where possible.

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Tentative guidelines and forms for EPDA programs were mailed to the presidents of many junior colleges, four-year colleges, and universities the last week in February. Chief state school officers and some other educational personnel also received these guidelines. However, we understand that some college presidents and many other educators did not receive them.

At present, we are told that copies of the EPDA Parts C-D guidelines are again in print;the address is given below, and we urge that you write for them.

We are also told that the EPDA Part E guidelines, of special interest to junior colleges, are out of print and are being revised; when the revised draft is available, we hope to reproduce it and mail it to everyone on this list. This office does not have extra copies of either guidelines.

What follows is a description of the separate programs, as we now understand them. As soon as more information is available, we will mail it to you.

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I. The EPDA Part E Institutes.

1. Statutory Authority: EPDA, Part E: "Training Programs for Higher Educational Personnel." Part E includes authorization for both institutes and fellowships.

2. Administering Agency: Bureau of Higher Education, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

3. Budget Request, Fiscal Year 1969: The administration has requested $15,000,000 for institutes and fellowships for Part E. There appears to be a good chance that Congress will appropriate this sum. Tentatively, the Office of Education is considering allocating $7,500,000 to institutes and $7,500,000 to graduate fellowships. This allocation is subject to revision, depending on the number and kinds of applications received.

4. Deadlines: The present deadline for completed applications for Part E Institutes and Fellowships is July 1, 1968. Tentative guidelines were mailed around February 26, and revised guidelines will be made available at some later date. AAJC may possibly be able to reproduce them and get them to you within two to three weeks. The July 1 deadline might be moved to a later date, but this appears unlikely. The present plan is to announce awards for both fellowships and institutes around November 15, 1968. Institutes to be funded in the fiscal year 1969 could begin at any time but probably no earlier than January 1, 1969. The assumption of this timetable is that some institutes will probably begin in the second semester of the academic year 1968-69, others will be held during the summer of 1969, and still others during the academic year 1969-70.

5. Guidelines Available to Date: So far the only available guidelines are dated January 30, 1968. Some institutions may have received an earlier version, which is now outdated. They are entitled "Guide for Preparing an Institutional Application for Graduate Fellowships and Advanced Institutes for the Training of College and University Teachers and Other Higher Education Personnel."

These guidelines cover the NDEA Title IV doctoral fellowship program, which has been in existence for some years, as well as the new EPDA Part E

institutes and fellowships. A graduate school may apply directly to the Office of Education under any or all three of these programs, but a junior college may apply directly only under the EPDA Part E Institute program.

While some revisions in the January 30 guidelines are expected, they are probably in reasonably final form. Detailed application forms will be available at a somewhat later date, but we believe that educators should begin planning now if they hope to participate in this program in the next 12 to 24 months.

6. Types of Programs Supported. The EPDA Part E Institutes are intended to support a wide range of teacher and staff training projects, and to meet some of the most critical needs of junior college staffing. Institutes may range from one week to 12 months, may meet during the school year or at other times, may or may not include participants working for advanced degrees or for credit, and may deal with any subject matter or with general problems of curriculum and method. They may involve one junior college, several colleges, or a graduate school program for junior colleges. They may be based at one or more institutions, or may bring visiting teams to different institutions. They may serve the need of junior college presidents and other administrators, student services and guidance personnel, other administrative or managerial personnel, and faculty in any field. Such fields as occupational education, adult education and community services, remedial education, and special programs for the disadvantaged may receive attention as well as the more traditional fields. Institutes for new junior college administrators and/or faculty and for governing board members are also a possibility.

We understand that the Office of Education is considering a maximum grant of $25,000 for any one institute, which could make possible the funding of up to 300 institutes, if $7,500,000 is made available for this purpose from fiscal year 1969 funds.

By advance negotiations, the Office of Education would pay direct salary costs for the institute director, staff, and instructors, plus some indirect costs. One hundred per cent federal support, without matching, is possible under the law. Funds for advance planning and also for a post-institute evaluation and possible publication of results are also under active consideration.

Institute participants would normally receive stipends of $75 a week plus $15 per dependent, plus remission of all tuition and instructional fees. If institutes meet on a part-time basis for a few hours or one day a week during the academic session, stipends would probably be paid on a prorated basis, depending on the circumstances.

We would emphasize again that the professional competence of the director and instructors, evidence of careful advance planning, and evidence of efforts to meet critical faculty and staff needs and shortages will probably be emphasized by the Office of Education. This suggests again the desirability of involving graduate school faculty and other specialists, not necessarily from your own state or region, in the program. Joint enterprises involving a whole state or region, perhaps with one sponsoring college, are

one way to involve large geographic areas in the program, which is also encouraged. Programs emphasizing the education of the rural and urban disadvantaged, also meet some the broader purposes for which the EPDA is intended. Innovation is encouraged, but gimmickry may be unwise.

II. The EPDA Part E Graduate Fellowships.

1. Statutory Authority: See I (1) above.
2. Administering Agency: See I (1).
3. Budget Request, Fiscal Year 1969: See I (1)
4. Deadlines: See I (1). The EPDA E Fellowships are covered by the same general timetable--application date, July 1, 1968; probable announcements of awards, November 15, 1968. However, these graduate fellowships will begin in September, 1969, for the academic year 1969-70.

5. Guidelines Available to Date: See I (1).

6. Types of Programs Supported. This part of the EPDA Part E program will support grants to graduate schools for two-year graduate programs for present or prospective faculty or staff in institutions of higher education. Programs are not limited to junior college faculty training, but may include the education of persons for any positions in higher education. However, the legislative history of EPDA emphasizes a special need to train more teachers and other professionals for junior colleges, technical institutes, two-year branches, and other institutions at this level.

Funds may not be used to support programs leading directly to the doctorate, which are already supported under the NDEA Title IV doctoral fellowship program. However, the two years of graduate work could, of course, be credited toward a doctorate.

The assumption is that most graduate fellows would be working toward a Master's degree or for credits beyond the Master's degree--perhaps the "M.A. plus 30" credit hours. Support for various intermediate degree programs and for work not necessarily leading toward a graduate degree within the two-year period would be also possible, according to our present understanding.

An annual allowance of $2,500 per fellow would be paid to the institution for tuition, instructional fees, and other training costs. Each first-year fellow would receive a 12-month stipend of $2,400 and an allowance of $600 for each dependent. Each second-year fellow would receive a 12-month stipend of $2,600 plus allowances.

While the program is oriented toward full-time graduate fellows, there may be some possibilities for supporting part-time fellows on a prorated basis.

The content of the graduate programs to be supported has not been defined by the Office of Education. Rigid definition may be impossible because of the variety of graduate programs now in existence and the varying needs of junior colleges and other institutions. However, proposals which show evidence of careful advance planning with junior colleges and state junior college agencies, as well as the involvement of junior college administrators and specialists in the on-going education of graduate students,

will probably be looked on with favor.

It is likely that a graduate school would be able to strengthen its application by indicating that it plans to offer courses, seminars or special lectures oriented specifically toward the problems of the junior college and other similar institutions. Its case would probably also be strengthened by establishing some form of internship or teaching experience at a junior college or colleges, as part of the two-year graduate program. In other words, a graduate school which simply offers two years of graduate work in a discipline, such as English, biology, or education, without special reference to the needs and problems of junior college teaching, would probably not be in as strong a position as a school which presents documented evidence of advance planning and continuing cooperation with junior college educators in the state and region, or with specialists from elsewhere in the United States.

Since relatively few graduate schools now have this degree of cooperation of joint planning with junior colleges, a great deal of work may be necessary on the part of all three participant groups--junior colleges, graduate schools, and in some states state directors--in order to meet the purposes of this new program.

The above comments must be speculative until more detailed information is available, but they give some idea of the kind of active planning needed between now and July 1.

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III. The EPDA Parts C-D Programs.

1. Statutory Authority: Parts C and D, EPDA. This part of EPDA is oriented much more toward the training of teachers and other specialists for elementary and secondary education. However, it is possible that some teachers and specialists for the junior college, postsecondary vocational, and adult levels may be trained under this program, and also that junior colleges may participate in the programs in the training of teachers' aides and other subprofessionals, especially to help the disadvantaged. The former NDEA Title V guidance institute programs, which include support for the education of guidance personnel in junior colleges and other colleges as well as at the elementary-secondary level, has also been transferred to this program, so that present or prospective junior college guidance personnel might also participate under EPDA Parts C-D.

What is referred to here as "Part C" is actually Section 5 (a) of EPDA, which amends Part C of Title V of the Higher Education Act of 1965, to make possible graduate fellowships for teachers of postsecondary vocational education as well as for teachers of elementary and secondary education. This section makes it possible for postsecondary vocational teacher training to be supported in graduate programs under this part of the act, although such training may also be supported, as we understand it, under Part E.

Part D of EPDA refers to "Improving Training Opportunities for Personnel Serving in Programs of Education Other Than Higher Education." However, Part D is defined to include support of "adult" education and also

education at "postsecondary vocational schools," including the training of persons to supervise or train teachers in such programs. We understand that faculty in the appropriate junior college adult and postsecondary vocational programs might qualify for inclusion in such programs.

Part D, Section 531 (b) also refers to "programs or projects to train teacher sides and other non-professional educational personnel." We understand this to mean that a junior college could be supported in a program for the training of teacher aides or other appropriate subprofessionals, but probably only in a project carried out cooperatively with a local educational agency or local school system. This would include projects to prepare teacher aides or teacher assistants to work with the disadvantaged, since such projects will probably receive high priority under EPDA Parts C and D.

Other projects to train teachers of the disadvantaged might also be supported.

We repeat that this information is speculative until a number of legal and administrative problems are clarified about EPDA C and D. EPDA Part E appears to be a better hope for most junior colleges, because of its specific orientation toward higher education and the two-year college.

2. Administering Agency: Bureau of Educational Personnel Development, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C., 20202. This is a new bureau, created recently to administer a number of old and new teacher training programs. It is administratively separate from the Bureau of Higher Education. In some cases, junior colleges as well as graduate schools may wish to submit either separate or identical applications to both bureaus, because of still-unresolved problems about which programs will be supported under each bureau.

3. Budget Request, Fiscal Year 1969: We understand that about $21,000,000 has been requested for Parts C and D, most of which will go to the elementary-secondary level. The Bureau plans to set aside at least one-third of its funds for programs intended to aid in the education of the disadvantaged, which should be of interest to many junior colleges and to graduate schools.

4. Deadlines: The deadline for applications for EPDA Parts C and D is June 1, 1968. Announcement of awards is planned for around October 1, 1968. Projects may be supported "after awards have been announced." It is expected that most projects will begin in the second half of the 1968-69 academic year, the summer of 1969, and during the full academic year 1969-70.

5. Guidelines Available to Date: These guidelines are entitled "The Preparation of Proposals for Educational Personnel Development Grants, 1968, 1969, 1970." They have already been mailed to many colleges, universities, chief state school officers, and local school systems, along with the EPDA Part E guidelines and other materials relating to the Teacher Corps and other EPDA programs which do not directly involve junior colleges.

We understand that 10,000 additional copies of these guidelines are now available, and that copies may be obtained by writing the Division of Program Administration, Bureau of Educational Personnel Development, U.S. Office of Education, 7th and D Streets, S.W., Washington, D.C. 20202.

We urge you to obtain them if you have not done so.

6. Types of Projects Supported: Grants may be made for a variety of training projects, either institutes or graduate fellowships. The "projects" need not necessarily be in the form of "institutes," as we understand it. All curriculum areas and subject matter fields, as well as the training of specialists in almost any educational field at the appropriate levels, may be included in such projects.

Junior colleges and graduate schools or universities may apply directly. State education agencies may also apply directly. We have inquired whether a state director of junior college education, or a state official or agency primarily concerned with junior college or postsecondary education, can apply directly. We are informed that he must probably apply through his chief state school officer. Presumably, a separate state board of junior colleges, or a state higher educational board or coordinating agency, might apply directly, but inquiries should be made in advance. A state agency could always work cooperatively with a sponsoring junior college or university, of course.

Local educational agencies may also apply. This is one way in which a junior college might be able to work cooperatively with a local sponsoring agency in the education of teachers' aides or others to serve the disadvantaged. Individual members of a junior college staff could be involved in a project sponsored by a local or state educational agency, of course.

Consortia and cooperative arrangements between state and local agencies and institutions will apparently be strongly encouraged under EPDA Parts C and D.

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Conclusions: We regret very much that this highly important program, with its great potential for the junior college and for all of American education, has been held up for a variety of reasons for many months. We especially regret the very tight deadlines imposed upon participants and the delays in getting more accurate information. We feel that the process of printing and mailing out guidelines and forms by the federal government has been inexcusably delayed, as has been the case in several other aid programs in the past few years.

Nevertheless, there is a great deal at stake here for the junior college. We hope, therefore, despite the timetables and other difficulties, that junior colleges, state directors, and graduate schools will begin actively planning at once for participation in this program, so that another one to two years will not be lost before the next round of application deadlines.

We would stress again that cooperative planning among everyone working in public and private junior college education may be most important.

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Our office is not in a position to handle individual inquiries on EPDA until more information is available. We would, however, like additional names of presidents, state officials, and graduate faculty who should receive our next mailing.

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APPENDIX D

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION

EPDA PROGRAM CONTACTS

BUREAU OF EDUCATIONAL PERSONNEL DEVELOPMENT

	Telephone: WOrth-
OFFICE OF ASSOCIATE COMMISSIONER	
Associate Commissioner Don Davies rm 3100 ROB	26021
Deputy Associate Commissioner (Acting) Russell A Wood rm 3100 ROB	26021
Deputy Associate Commissioner (Teacher Corps and Disadvantaged) Richard A. Graham rm 3042 ROB	27981
Executive Officer Wesley Capar rm 3102 ROB	28046
Field Services Director Robert Poppendieck rm 3114-A ROB	28151
Public Information Director (Vacant)	
DIVISION OF ASSESSMENT AND COORDINATION	
Program Planning Officer Gerald Elbers rm 3114-C ROB	26980
DIVISION OF PROGRAM RESOURCES (Vacant)	
DIVISION OF PROGRAM ADMINISTRATION	
Director Donald N. Bigelow rm 2029 FOB-6	37457
Assistant Director Allen A. Schmieder rm 2023 FOB-6	37455
Administrative Officer Robert F. Schneider rm 2023 FOB-6	27451
Program Planning and Development Branch Chief Daniel W. Bernd rm 2041 FOB-6	37675
Program Evaluation Branch Chief A. Bruce Gaarder rm 2030 FOB-6	21117
SEA and LEA Branch Chief Jack Fasteau rm 2045 FOB-6	37305
Program Review and Implementation Branch (East) Chief Allan Brownsword rm 2055 FOB-6	37542
Program Review and Implementation Branch (West) Chief James M. Spillane rm 2014-A FOB-6	21926
TEACHER CORPS	
Director Richard A. Graham rm 3042 ROB	27981
Deputy Director Lawrence E. Williams rm 3042 ROB	27981
Programs Branch Acting Chief Margaret Chambers rm 3052 ROB	21284
Community Affairs Branch Chief William J. Spring rm 3050 ROB	21006
Corps Member Services Branch Chief Wm. Moulden rm 3114-B ROB	23325
Management Branch Chief David Theall rm 3036 ROB	27436

BUREAU OF HIGHER EDUCATION

OFFICE OF ASSOCIATE COMMISSIONER	
Associate Commissioner Peter P. Muirhead rm 4082 ROB	37805
Deputy Associate Commissioner Preston Valiem rm 4032 ROB	37273
Executive Officer S. William Herrell rm 4907 ROB	37284
Program Planning Evaluation and Reports Staff Chief William C. Gescheider rm 4923 ROB	23116
Field Services Director Ward Stewart rm 4072 ROB	22977
DIVISION OF GRADUATE PROGRAMS	
Director J. Wayne Reitz rm 4682 ROB	36654
Graduate Academic Programs Branch Chief David B. Carpenter rm 4671 ROB	26720
Program Administrator Louis Venuto rm 4671 ROB	33896
DIVISION OF COLLEGE SUPPORT	
Director Willa B. Player rm 3074 ROB	20205
Assistant Director Calvin Lee rm 3074 ROB	23034

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8. Catalogue of Federal Programs for Individual and Community Improvement, Washington D. C.: Office of Economic Opportunity, 1965) p. 308.

9. American Council on Education, Special Report on Federal Programs, Vol. III, No. 5, June, 1965, p. 1.

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14. New Federal Aid for College Construction, American School and University, Feb. 1965, p. 34.

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